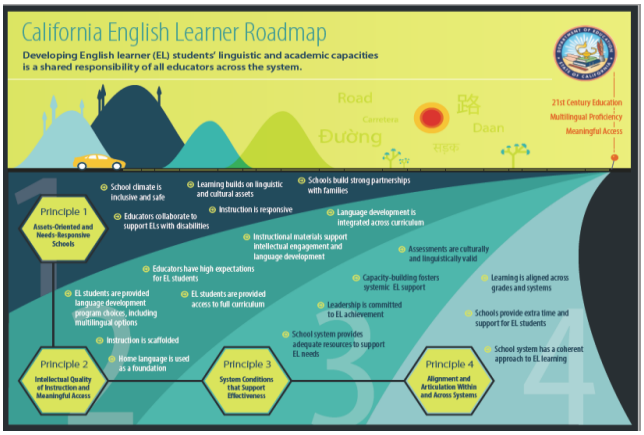
Multilingual Support Division Newsletter

August 2024

Language Policy and Leadership Office

The California English Learner (EL) Roadmap Policy



In July 2017, the California State Board of Education (SBE) unanimously adopted the California EL Roadmap Policy. A first of its kind in the country, the EL Roadmap Policy provides the foundation and steps for every component of our work in support of EL students, and has been replicated in numerous states in the U.S.

The EL Roadmap Policy describes four interrelated principles. They are:

Principle One: Assets-Oriented and Needs Responsive Schools
Principle Two: Intellectual Quality of Instruction and Meaningful Access
Principle Three: System Conditions that Support Effectiveness
Principle Four: Alignment and Articulation within and Across Systems

These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21st-century education for our English learners.

The implementation of the EL Roadmap Policy includes the EL Roadmap Guidance Document, authored by Dr. Kenji Hakuta. The guidance document follows through to identify the elements for each principle, describing what EL programs and services **should look like, sound like, and feel like**.

Changes to English Language Proficiency Testing for Transitional Kindergarten (TK) Students

On June 14, 2024, the Governor signed into law Assembly Bill (AB) 2268 (Chapter 15, Statutes of 2024). AB 2268 amended California *Education Code (EC)* sections 60810 and 313, affecting English language proficiency testing of TK students beginning with the 2024–25 school year.

Existing federal and state laws require local educational agencies (LEAs) to identify and assess all students who may be English learners upon initial enrollment in a California school. Per *EC* Section 313(h), "initial enrollment" does not include enrollment in a transitional kindergarten program. LEAs should:

- Continue to conduct the Home Language Survey (HLS) during TK enrollment to identify whether the primary or native language of a student is a language other than English.

- Populate the English Language Acquisition Status (ELAS) field with "To Be Determined (TBD)" if the HLS indicates a primary language other than English or American Sign Language on any of the first three questions of the HLS when submitting enrollment records to the California Longitudinal Pupil Achievement Data System (CALPADS) when applicable.

Effective July 1, 2024, state English Language Proficiency Assessment for California (ELPAC) requirements no longer apply to TK students (*EC* Section 60810[b][3]). LEAs should consult their legal counsel with questions about the specific implications of these amendments with respect to English language proficiency assessments and related issues under federal and state law, including potential impacts to Title I and/or Title III recipients.

The California Department of Education (CDE) recommends that LEAs provide language support to all TK students as appropriate. Once these students enroll in kindergarten, they will be eligible to be tested with the Initial ELPAC or Initial Alternate ELPAC. Upon completion of testing in kindergarten, the students' ELAS of English Learner or Initial Fluent English Proficient will be determined.

As the guidance for TK programs evolves, the CDE will continue to communicate with LEAs as needed.

For questions regarding the HLS and EL programs and services, please email the Language Policy and Leadership Office (LPLO) at lplo@cde.ca.gov. For questions

regarding the ELPAC, please email the English Language Proficiency and Spanish Assessments Office at elpac@cde.ca.gov.

Multilingual TK Students: A Clarification of Terms

The CDE would like to clarify that the term "To Be Determined" or "TBD" should only be used for technical data purposes related to English Language Acquisition Status (ELAS) within CALPADS. TK students with a language other than English on the first three questions of the Home Language Survey are multilingual. Therefore, it is appropriate for educators to refer to these young learners as multilingual TK students. The CDE strongly recommends that LEAs provide language support to all TK students as appropriate.

As a reminder, the CDE utilizes the term **multilingual learners** to refer to students who have developed or are developing proficiency in English and one or more other languages, which may be their home language. **Multilingual learners may include but are not limited to:**

- Dual language learner students,
- Multilingual TK students,
- English learner students,
- Initial Fluent English Proficient students,
- Reclassified Fluent English Proficient students, and
- Native English speakers learning non-English language students.

Students may be mostly dominant in one language or proficient in both. Many are on a continuum between dominance in one language and full proficiency in two or more. California continues to champion this term because it acknowledges these students' multilingualism, which deserves recognition as an asset they bring to their schools, classrooms, and communities.

Multilingual Support Division (MSD) New Landing Page!

Please update your bookmarks! With the launch of the new Multilingual Learner Landing Page (formerly the English Learner Landing Page), all of our web pages are getting new homes. Please see the table on the following two pages for the latest links to some of the most commonly used pages and update any bookmarked pages or resources.

Top Multilingual Learner CDE Web Pages and New URLs:

Name of CDE Web Page or Resource	New URL
CA English Language Development (ELD) Standards (PDF)	https://www.cde.ca.gov/sp/ml/documents/eldstndspublication14.pdf
California Education for a Global Economy web page	https://www.cde.ca.gov/sp/ml/caedge.aps
ELD Standards web page	https://www.cde.ca.gov/sp/ml/eldstandards.asp
State Seal of Biliteracy web page	https://www.cde.ca.gov/sp/ml/sealofbiliteracy.asp
Reclassification web page	https://www.cde.ca.gov/sp/ml/reclassification.asp
English Learners web page	https://www.cde.ca.gov/sp/ml/
English-Spanish Glossary for Educational Settings	https://www.cde.ca.gov/sp/ml/engspanglossary.asp
EL Roadmap web page	https://www.cde.ca.gov/sp/ml/roadmap.asp
Improving Education for Multilingual and English Learner Students Research to Practice (PDF)	https://www.cde.ca.gov/sp/ml/documents/mleleducation.pdf
State Seal of Biliteracy (SSB) Frequently Asked Questions (FAQs)	https://www.cde.ca.gov/sp/ml/ssbfaq.asp
Assembly Bill 2121 FAQs	https://www.cde.ca.gov/sp/ml/ab2121faqs.asp
Multilingual Education web page	https://www.cde.ca.gov/sp/ml/multilingualedu.asp
Spanish Language Development Standards web page	https://www.cde.ca.gov/sp/ml/sldstandards.asp

Name of CDE Web Page or Resource	New URL
Biliteracy Pathway Recognitions web page	https://www.cde.ca.gov/sp/ml/biltrcypathwy.asp
Title III web page	https://www.cde.ca.gov/sp/ml/title3.asp
Multilingual FAQs	https://www.cde.ca.gov/sp/ml/mlfaq.asp
Observation Protocol for Teachers of English Learners (OPTEL) web page	https://www.cde.ca.gov/sp/ml/optel.asp
Parent Toolkit for Multilingual Education web page	https://www.cde.ca.gov/sp/ml/multilingualtoolkit.asp

For questions about these changes, please contact the CDE MSD by phone at 916-319-0937 or by email at MSD@cde.ca.gov.

Bilingual Teacher Professional Development Program (BTPDP)

Senate Bill 114, Section 44, Education Finance: Education Omnibus Budget Trailer Bill (Statutes of 2023) authorized the BTPDP to increase the number of bilingual teachers in multiple languages to staff bilingual classrooms. The total grant budget for this grant is $20 million.

Grant funds may be used to provide professional learning to teachers or paraprofessionals who meet specific eligibility requirements. Teachers with a bilingual credential who have served in an English-only setting for three or more years or teachers who are bilingual but do not yet have a bilingual authorization are eligible. Paraprofessionals who are bilingual and are interested in entering a pathway to become a credentialed teacher with a bilingual authorization are also eligible.

The CDE awarded funds to the following grantees:

- Kern County Superintendent of Schools,
- San Bernardino County Superintendent of Schools,
- Yolo County Office of Education (COE),
- Azusa Unified School District,
- Los Angeles COE, and
- Sacramento COE.

The performance period for this grant program is January 1, 2024, to June 30, 2029.

For more information about the BTPDP, visit the CDE BTPDP web page. For questions, contact Gina Garcia-Smith, Education Programs Consultant (EPC), MSD, CDE, by phone at 916-319-0265 or by email at BTPDP@cde.ca.gov.

SSB: Beginning of School Year Reminders

Reminders and Resources
The beginning of the school year is a great time to remind students (starting in grade 9 or before) about the SSB, including its importance, purpose, and requirements. Sharing this information at back-to-school nights and in parent handbooks helps ensure that students and families are aware of the program and that students have time to prepare to meet its requirements.

For sample handbook and website language that you can use or adapt, see pages 24 and 25 of the CDE SSB Implementation Guide (Word).

For resources that can be printed and posted in classrooms or shared with students and families, visit the CDE SSB web page under the "Resources" tab (poster and bookmark) and "Requirements" tab (requirements flyer).

For additional translated resources, consider joining the California Educators Together State Seal of Biliteracy group. Sign up for a free California Educators Together account to join this group.



Program Background
The SSB is a program that offers recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. This recognition is marked by a gold seal that can be affixed to the diploma or transcript of a graduating senior who has met the SSB eligibility requirements.

As a reminder, the requirements for the SSB have been updated per AB 370, effective January 1, 2024. These new requirements apply to all students beginning with 2024 graduates and will apply to 2025 graduates. The CDE SSB web page has been updated to reflect the new requirements.

For questions regarding the SSB, contact Gina Garcia-Smith, EPC, MSD, CDE, by phone at 916-319-0265 or by email at SEAL@cde.ca.gov.

Biliteracy Pathway Recognitions: Beginning of School Year Reminders

Are you interested in building an aligned and articulated path to the SSB for students in preschool through grade 8? The Biliteracy Pathway Recognitions can help raise awareness about the SSB and foster pride in linguistic diversity. Consider starting a program for the 2024–25 school year!

The Biliteracy Pathway Recognitions are an optional program to recognize students in any grade, preschool through grade 8, who are on the path to developing biliteracy or multiliteracy. The three recognitions available are:

- Biliteracy Program Participation Recognition
  The Biliteracy Program Participation Recognition is available to students enrolled in programs leading to biliteracy in preschool, kindergarten, elementary, and middle school. As a participation recognition, this award is provided to all students enrolled in the program and is not based on the student's proficiency. This recognition is an entry on the path to biliteracy or multiliteracy.

- Home Language Development Recognition
  The Home Language Development Recognition is available to emergent bilingual students with a home language other than English in preschool, kindergarten, elementary, and middle school. This recognition is provided to students who demonstrate that they are continuing to develop the home language by engaging in age-appropriate activities in the home language. This recognition is an entry on the path to biliteracy or multiliteracy.

- Biliteracy Attainment Recognition
  The Biliteracy Attainment Recognition is available to students at the end of elementary school (the grade level depends on the program model, usually either grade five or six), and the end of middle school (the grade level depends on the program model, usually grade eight). This recognition is based on proficiency and is awarded to students who meet specific proficiency criteria in English and one or more languages in addition to English. This recognition is aligned with the State Seal of Biliteracy requirements and is an indication that if a student continues on this path in high school, they will be prepared to meet the requirements to earn the State Seal of Biliteracy.

LEAs may offer one or all these recognitions and may customize the criteria to fit their local needs to ensure the criteria reflect their program goals. Unlike the SSB, this program is not established in California *EC* and therefore the criteria are suggested only and may be modified.

Visit the CDE Biliteracy Pathway Recognitions web page for more information and resources, including the optional criteria, program flyer, bookmark, and parent/family presentation.

For questions regarding the Biliteracy Pathway Recognitions, contact Gina Garcia-Smith, EPC, MSD, CDE, by phone at 916-319-0265 or by email at SEAL@cde.ca.gov.

Clarification: Reclassification of Dually Identified Students (English Learners with Disabilities)

In accordance with California's standardized Criterion 1, in order to be eligible for reclassification, all students, including dually identified students, who take the Summative English Language Proficiency Assessments for California (ELPAC) must score at Overall Proficiency Level (PL) of 4. Under the very rare circumstances when a student's disability precludes assessment in one or more domains of the Summative ELPAC, the student may be reclassified with an Overall PL of 4 on the remaining domains in which the student is able to be appropriately assessed.

Dually identified students who take the Summative Alternate ELPAC must score an Overall PL of 3 to be eligible for reclassification.

For more information, please refer to question 9 on the Addendum to September 23, 2016 Non-Regulatory Guidance: English Learners and Title III of ESEA, as Amended by ESSA (PDF).

Observation Protocol for Teachers of English Learners (OPTEL)

The OPTEL, an observation protocol designed to support educators in monitoring and evaluating the academic language use of EL students, is intended to fulfill the requirement of *EC* Section 313.3 regarding reclassification Criterion 2 (teacher evaluation) and Criterion 3 (parent consultation) for students who take the Summative ELPAC.

Please note that reclassification Criterion 1, assessment of English language proficiency, is standardized as a performance level (PL) 4 for the Summative ELPAC.

In November 2023, the SBE unanimously approved the OPTEL and set a recommended threshold of PL 3 or above to qualify for reclassification.

The MSD, in partnership with the Region 15 Comprehensive Center (R15CC) at WestEd, is developing a robust suite of resources to support the field in implementing the OPTEL. Implementing the OPTEL presents LEAs and educators with opportunities for professional growth in formative assessment and ELD standards-aligned instruction, and it centers parents' voices as integral in decisions about their children's education. A 28-page OPTEL User Guide is available on the OPTEL web page. The User Guide is

intended to support LEAs in implementing the OPTEL in their local contexts and contains guidance and recommendations for best practices in using the OPTEL.

The CDE strongly recommends LEAs transition to the OPTEL for local reclassification processes, as California strengthens the standardization of reclassification criteria as required by Section 3111 (b)(2)(A) of the Every Student Succeeds Act (ESSA). As a reminder, LEAs may use Title III EL Student Program funds for supplemental services that:

- Increase the English language proficiency of English learners by providing effective language instruction educational programs;
- Provide effective professional development; and
- Provide activities and strategies that enhance educational programs for English learners, which include parent, family, and community engagement. (20 United States Code Section 6825[c])

For additional implementation resources and information about the OPTEL, visit the CDE OPTEL web page or email the LPLO at lplo@cde.ca.gov.

Educator Workforce Investment Grant (EWIG): Effective Language Acquisition Programs (ELAP)

The Education Omnibus Budget Trailer Bill of 2022, Section 54, provides $20 million through the 2024–25 fiscal year to support one or more competitive EWIG grants for professional learning opportunities for teachers and paraprofessionals, including **$10 million** to develop and deliver **professional learning opportunities which support the implementation of effective language acquisition programs for EL students**, which may include:

- Integrated language development within and across content areas,
- Bilingual and biliterate proficiency, and
- Building and strengthening capacity to implement the EL Roadmap Policy.

Professional learning opportunities for teachers, paraprofessionals, school leaders, and counselors will include strategies for high-quality instruction aligned to the Quality Professional Learning Standards.

To find out more about these **free** professional learning opportunities statewide, visit the English Learner Roadmap Power in Collaboration Across California (EPiCC) website.

Newcomer Students: AB 714

Governor Newsom signed AB 714 on October 7, 2023, and it became effective on January 1, 2024. This bill amends *EC* sections 51225.1, 51225.2, and 60811.8, and adds sections 33547 and 54450. AB 714 provides a statewide definition of "newcomer pupil" to have the same meaning as "immigrant children and youth," as defined in Section 7011(5) of Title 20 of the United States Codes. Immigrant children and youth are individuals who (a) are aged three through twenty-one; (b) were not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and (c) have not been attending one or more schools in the United States for more than three full academic years.

AB 714 FAQ are posted on the CDE Newcomer Students web page to support the field with the implementation of the statute. Additional updates are posted on the CDE AB 2121 FAQ web page and the CDE AB 2735 FAQ web page. For questions regarding any of these updates, please contact the LPLO at LPLO@cde.ca.gov or by phone at 916-319-0845.

California English Language Development Standards (CA ELD Standards) Webinar Series Recordings

The MSD, in collaboration with the R15CC, hosted a monthly webinar series to revisit the CA ELD Standards. The webinars include detailed presentations of the Proficiency Level Descriptors, Part I, Part II, and Part III of the standards, and how the standards can be used for providing high quality integrated and designated ELD instruction for EL students. The webinar recordings are available in the ELD Standards tab on the CDE ELD Standards web page.

Regional County Office of Education English Learner Specialists (RELS)

The RELS provide technical assistance to LEAs within each of the 11 County Superintendent regions, with guidance and support to LEAs in the implementation and improvement of multilingual and Title III programs. They support LEAs by offering specialized professional learning, connecting administrators and coordinators with resources, and assisting LEAs with program design to meet their students' needs.

The RELS hosts ongoing regional networking opportunities for local partners to provide updates, collaborate, share challenges, problem-solve, and most importantly, learn from one another. Newer administrators have found these networks especially helpful as they transition to new roles overseeing multilingual programs. LEAs are encouraged to reach out to the RELS in their region to join the regional network.

Each fall, the RELS conduct regional technical assistance meetings with LEAs to provide localized training related to EL Federal Program Monitoring (FPM) and compliance strategies. This year's meeting schedule is listed on the next page.

Region	Regional EL Specialist	Date	Time	Venue
1	Jenn Guerrero	September 6, 2024	9am-12pm	Virtual
2	Holly Harding	August 30, 2024	9–11am	Virtual
3	Graciela García–Torres	August 29, 2024	9am-12pm	In Person
4	Lilia Tsui	August 27, 2024	9am-12pm	In Person
5	Eric Scharer	September 4, 2024	1–4pm	Virtual
6	Annie Duong	August 19, 2024	8:30–11:30am	In Person
7	Gabriela Guzman	September 5, 2024	9am-12pm	In Person
8	Tara Clarke	September 19, 2024	9am-12pm	In Person
9	Tony Mora/Patricia Karlin	September 6, 2024	9am-12pm	In Person
10	Lisa Winberg	August 12, 2024	9am-12pm	In-Person
11	Roberta Gonzalez	August 28, 2024	8:30am–3pm	In Person

For contact information, visit the CDE Regional COE English Learner Specialists web page.

2024 California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) Released

The CDE Early Education Division (EED) has released the PTKLF, which describes the knowledge and skills that most children ages three to five and a half develop in a high-quality early education program. The PTKLF is a revision to the Preschool Learning Foundations originally released in 2008.

Grounded in the most recent science of learning and development and emphasis on culturally and linguistically responsive practices, the PTKLF describe key competencies children develop in nine domains of learning: (1) Approaches to Learning, (2) Social and Emotional Development, (3) Language and Literacy (including Foundational Language Development and English Language Development), (4) Mathematics, (5) Science, (6) Physical Development, (7) Health, (8) History-Social Science, and (9) Visual and Performing Arts.

These foundations are intended for use in transitional kindergarten, the California State Preschool Program, and other state-funded, federally-funded, and private preschool programs in California including school-based, center-based, and home-based settings. For more information and for access to the PTKLF please visit: California PTKLF - Child Development (CA Dept of Education).

Title III Program and Fiscal Updates

2022–23 Funding
The 2022–23 Title III funding subgrant period ends on September 30, 2024. LEAs are expected to expend and/or obligate the funds by September 30, 2024.

Please note that obligated funds must be liquidated by December 30, 2024.

2023–24 Funding
The 2023–24 Title III applications are complete, and allocations have been adjusted and established to only include LEAs applied for the funding. Final per pupil rates are as follows:

- EL Program: $130.95
- Immigrant Program: $126.05

Allocations are released per apportionment schedules.

2024–25 Funding
The 2024–25 Title III funding is now available, and LEAs can apply via the Consolidated Application and Reporting System (CARS) and Consortium Online Application (COA), where applicable. CARS was open from May 1, 2024, through June 30, 2024, and COA is open through September 2024.

Eligibility criteria for Title III EL and Immigrant Student Programs participation remain the same as in previous years as follows:

- LEAs are eligible to receive EL funding directly if their preliminary entitlement is $10,000 or greater. If the preliminary entitlement is under $10,000, the LEA may still be eligible for funds by applying through the consortium process.

- LEAs eligible to receive an immigrant student subgrant may apply for funding directly. Consortium formation is no longer required.

Title III eligibility determinations are calculated using the most current data collected and certified on the CALPADS. For the 2024–25 subgrant year, the CDE will use the 2023–24 CALPADS data collected on the first Wednesday (Census Day) of October 2023. Preliminary allocations have been established and LEAs are being funded at the following rates:

- EL Program per pupil rate: $130.25
- Immigrant Program per pupil Rate: $125.90

Preliminary eligibility lists (also referred to as preliminary allocations) and the schedule of the 2024–25 preliminary allocations are posted on the CDE Title III EL and Immigrant Programs web page. Preliminary allocations are fluid and may be revised after

March 31, 2025, based on updated information from the U.S. Department of Education (ED), CALPADS, CARS, Pupil Estimates for New or Significantly Expanding Charters, late applicants, and available unallocated and carryover amounts.

Eligibility lists, past funding lists, and payment information are available on the CDE Title III EL and Immigrant Programs web page.

Data Reporting:

2024–25 CARS Spring Release
The 2024–25 CARS Spring Release opened May 1, 2024, through June 30, 2024, for LEAs to apply for 2024–25 funding. LEAs are required to report expenditures every six months while CARS is open. The next data reporting period will be the 2024–25 CARS Winter Release, open from December 1, 2024, through February 15, 2025.

Cash Management Data Collection (CMDC)
LEAs awarded a subgrant under Title III programs must submit a CMDC report for each quarter showing that they met the established threshold to receive an apportionment. LEAs are also required to submit Title III cash balances through the CMDC. The reporting schedule is on the next page:

Reporting Period	Reporting Start Date	Reporting Deadline
1	July 10	July 31
2	October 10	October 31
3	January 10	January 31
4	April 10	April 30

The CDE will apportion funds to LEAs whose cash balances meet the established threshold, showing they used the previously allocated amounts. The School Fiscal Services Division (SFSD) releases apportionments after the reporting window closes and the data is compiled.

For more information on the CMDC system, including clarification of how the CDE uses CMDC data to calculate thresholds and issue apportionments, visit the CDE Federal Cash Management web page. Warrants are mailed to county treasurers.

Private School Participation: Title III EL and Immigrant Student Program Subgrants
LEAs that receive Title III EL and/or Immigrant Student Program Subgrants are required to serve EL and eligible immigrant students enrolled in nonprofit private schools whenever the administration of a particular private school requests participation in the program(s). LEAs are required to inform and consult with private schools within their geographic jurisdiction to determine whether the private schools' students and teachers will participate in the federal programs available to them. This includes the Title III EL and Immigrant Student Programs, which are part of the Elementary and Secondary Education Act (ESEA), as reauthorized by the ESSA.

Title III Annual Online Report Requirement: IMPORTANT

The ESEA, as reauthorized by the ESSA, Title III, Part A, **requires subgrantees to report on the local use of funds** (20 United States Code sections 3121 and 3122). To comply with the reporting requirement, the CDE collects the data via the Title III EL Program Annual Online Report and the Title III Immigrant Student Program Annual Online Report. LEAs will complete one or both online reports depending on the funds they received in 2023–24.

Title III EL Program Annual Online Report

- This report will collect data on the implementation of language instruction educational programs (LIEPs) and activities related to the teaching and learning of EL students in the LEA during the **2023–24 school year**.

Title III Immigrant Student Program Annual Online Report

- This report will collect data on the participation of immigrant students in Title III-funded programs and activities in the LEA during the **2023–24 school year**.

Due to report upgrades that depend on data that becomes available in late fall, the Title III Annual Online report submission season will open later than usual. Instructions and login information for the above-mentioned online reports will be disseminated to the 2023–24 Title III subgrantees on September 27, 2024. **The Title III reports will be completed by LEAs using an online reporting system that will be accessible from September 30, 2024, until November 11, 2024**. The collected data will be compiled by the CDE for submission to the U.S. ED as required.

For questions regarding the 2023–24 Title III Annual Online Reports, contact Emma Chamberlin, Staff Services Analyst, MSD, by phone at 916-323-5808 or by email at TitleIIISurvey@cde.ca.gov.

For questions regarding the Title III EL and Immigrant Student Program and Title III programs for private schools, contact Geoffrey Ndirangu, EPC, LPLO, by phone at 916-323-5831 or by email at Gndirang@cde.ca.gov.

For questions regarding CMDC threshold calculation and allocation releases, contact Derrick Andrade, Education Fiscal Services Consultant, SFSD, by phone at 916-327-5922 or by email at Dandrade@cde.ca.gov.

Technical Assistance and Monitoring Office

The work of the Technical Assistance and Monitoring Office (TAMO) staff focuses primarily on conducting Title III and Migrant Education FPM reviews for LEAs. The reviews begin in September of each year and conclude the following June. Some reviews are conducted online, and some are held in person.

Each year, LEAs are selected to be reviewed for program and fiscal compliance. The purpose of this work is **to ensure that EL, immigrant, and migratory students are receiving the programs and services required by law** to support their English language progress and provide them full access to the standard instructional program offered in every public school in the state to all students.

TAMO staff take a “coaching to compliance” approach in partnership with every LEA reviewed. When elements of the programs and services are missing or need improvement, staff work with the LEA to better understand requirements and implement improvements. The goal is to support and educate partners, so students have what they need to gain language proficiency and make academic progress. All FPM reviews are based on the FPM Instrument, which details the minimum legal requirements for the LEAs serving EL students.

For more information, visit the CDE Compliance Monitoring web page.

Migrant Education Office

Did you know six in ten of California’s migratory students are also classified as English learners? The Migrant Education Program (MEP) is a federal program (Title I, Part C) that provides supplemental education and health services to the children of migratory farmworkers. Most services are delivered through after-school, Saturday, summer programs, and individual student tutoring through the California Mini-Corps Program. While the MEP provides many different types of services, including parental engagement and health support services, its main objective is to provide high-quality programs and services to ensure migratory children can meet the same challenging state academic standards as all children.

On July 25, 2024, the CDE Migrant Education Office (MEO) convened the first Comprehensive Needs Assessment (CNA) Service Delivery Plan (SDP) Committee Meeting, with work continuing through winter 2025. The committee will explore relevant laws and regulations governing the CNA and SDP, delve into the development of the Migratory Student Profile (MSP), and closely examine focus area data for the CNA. The committee's work will involve reviewing MSP data across ten key areas: Social and Emotional Learning, Mathematics, English Language Arts, English Language Development, Out-of-School Youth, School Readiness, Student Engagement, High School Graduation/Drop-out Prevention, Parent/Family Involvement, and Health/Mental Health. Additionally, the committee will develop concern statements, needs statements, and initial strategies to address these focus areas. This work is crucial in ultimately determining Measurable Program Objectives that guide the work of California MEP regions and districts to support migratory students.

For more information, visit the CDE Migrant Education web page.

BCN 2024–25 Meeting Dates

All meetings will be held Wednesdays–Thursdays (In Person)

- December 4–5, 2024
- February 26–27, 2025
- May 14–15, 2025

For more information regarding the BCN, visit the CDE Bilingual Coordinators Network web page. For questions, email BCN@cde.ca.gov.

BCN meeting materials are posted at: BCN Documents. Please share this link widely as you help disseminate information to your region